Graduation Issue

Musket

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Senior Sam Peltz takes it easy on one of the last days of school for seniors.

Photo by Gill Grant

Senate Revises Service Bill

by Kit Connolly

The 1992-93 Lexington High School Student-Faculty Senate had its final session of the year on May 19 during which the revised community service bill was passed. No change in amount of service was made, but the guidelines as to what passes for community service and who keeps track of it were altered. The purpose of this revised bill, as stated by the Social Action Committee, is to update the contents of the original bill and to further enhance the community service program. The goal of the program is to get LHS students to learn that they are a part of a larger community and that they have responsibilities within that community.

The new bill requires that all students be provided with a list of approved volunteer opportunities compiled by the Social Action Committee when they enter the high school. The list will not only include appropriate activities for service but will also have phone numbers and sources for interested students. The list will be revised on a regular basis by the Social Action Committee and will be available in all offices of Building Administrators, house secretaries, and guidance counselors. The Student Library, Career Center, and the Student Activities Center also will have lists accessible.

A description of proposed service will need to be submitted to the Social Action Committee if a student wants to do an activity that

Continued on page 2

Class Officer Elections Held

by Rupa Mukherjee

Elections for class council members and student representatives to the Student-Faculty Senate were held recently. The posters which monopolized all wall space and crowded out opponents' notices have been torn down or still lie on the floor as reminders of the past few weeks of competition and excitement. All that remains as vestiges of the election period are a few sheets of paper tacked on the SAC door which highlight the results.

Liz Dubin was chosen President for the class of '94 and will be assisted by vice president Ornella Rullo.

The positions of secretary and treasurer were claimed by Lindsay Glabe and Katie Ludwig, respectively.

The seven students picked to represent the senior class on the Senate include Paul Abbot, Ivan Chan, Katie Ludwig, Kate Oliver, Yvonne Ou, Dong Shen, and Fred Simon. Christina Post claimed two positions as senior class representative to both the School Committee and the Board of Appeals.

The new class council will be comprised of Abby Crocker, Jessica Forsyth, Catherine Fraim, Sara Ginns, Lisa Goodwin, Jani Growblewski, Jake Horowitz, Vic Karkar, Gareth Lindwall, and Priscilla Merriam.

Joanna Stavropoulos will represent the class of '95 as President, and the new Vice President is Vivian Wang. Jamie Lee is the new Secretary, and Nancy Hsiung was elected as treasurer. Students voted to Senate are Kit Connolly, Sam Handlin, Karen Kelly, Dan MacLean, Jason Miller, Alyssa Rayman-Read, and Jonas Woolverton. Class council members include Peter Agnes, Frank Carlow, Brian Greene, Jeremy Hartman, Tom Higgins, Sean Hope, Karen Kelly, Robin King, Amy Lucas, Molly McGirr, Andy Paone, John Ramsey, Ella Rhee, Jeff Rutti, and Rebecca Sweder. Rupa Mukherjee will represent he class as School Committee Representative, and Pat Yee was elected as Board of Appeals member.

Laura Ginns was elected president of the class of '96, and Jennifer O'Connor was selected as Vice President. The new treasurer is Dave Myung. New members of the Senate are Emily Blumsack, Lily Filip, Dalia Hochman, Susie Kwon, Monica Martinez, Margot Minardi, and Dave Myung. Eling Chang will represent her class as School Committee Representative. Additionally, the class council will consist of Gen Bartels, Shannon Crocker, Amy DiLuna, Mike DiMascio, Kristina DiStefano, Taryn Elacqua, Carolyn Glabe, Flavia Gnecco, Dafna Hochman, Lauren Kidney, Susie Kwon, Monica Martinez, Stephanie McCarthy, Margot Minardi, Monica Roy, and Todd Spellman.

INSIDE

Colleges.....6,7

More News.....2

Features.....3,8,9

Editorials.....4,5

Sports.....10,11,12

Senate Survey Un-impounded

by Jason Harris

Earlier this year Principal David Wilson impounded a survey conducted by the Student/Faculty Senate. He apparently took this action as the result of a concerned citizen's letter questioning the survey's legality. Some senators have enators questioned the validity of his decision to impound the survey and Wilson's methods.

The Student/Faculty Senate conducted a survey about condom use. The survey was intended to measure the success of the condom bill passed by the school committee last year. The anonymous survey was distributed in homerooms where students could participate if they chose to do so. The survey obtained student opinion on whether condom availability increases pressure to have sex. The survey also asked about personal sexual practices such as how often condoms were used during sex..

> "If [Mr. Wilson] is going to make a mistake, it should be in favor of the students, not against them."
>
> —*Senate Moderator Will Eisner*

According to Harter, Mr. Wilson checked the surveys with the school and town attorneys prior to their distribution. She stated that Mr. Wilson gave her the go ahead to conduct the survey and to publish the results

Mr. Wilson denies that lawyers ever checked the survey before it was distributed. He stated, "I was not aware that anyone had checked it out."

Mr. Wilson stated that the survey was administered before he corresponded with the lawyers. He added that as soon as he received the documents from the lawyers stating that the results could be published, he "told Sam [Kafrissen]...he could pick [the surveys] up and do what ever he wanted with them at that time."

Mr. Kafrissen, a History teacher at the High School, claimed that, "I was neither contacted, nor would I be the appropriate contact." Mr. Kafrissen was not involved in the survey, and he is not a member of the executive committee of the senate. Eisner stated, "Mr. Wilson never contacted me regarding the surveys. Since I was moderator of the senate, Mr. Wilson should have contacted Courtney or me." The surveys were returned to the Senate on Thursday, May 27th.

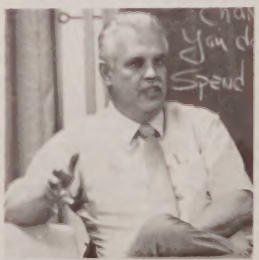
Another dispute between senators and Mr. Wilson regarded the senators' attempts to retrieve the surveys. Mr. Wilson denied that anyone came to see him about the surveys. Eisner claimed that he went to Mr. Wilson and asked why the surveys were impounded on at least two occasions.

The Hatch Amendment , a Federal Law enacted under the title "Protection of Pupil Rights", does not apply to the senate survey. The Hatch amendment only applies to required course material. The senate survey was conducted on a purely voluntary basis. Debra Comfort of the Massachusetts Department of Education Legal Division stated, "Because it is not part of a course, it does not sound to me like it is covered by the Hatch Amendment. Also, it was voluntary."

Eisner believed that Mr. Wilson should have first checked the claim that the survey violated the Hatch Amendment: "The administration should have taken it upon itself to see if the complaint was valid. Two months of important time for the referendum fight was wasted." One phone call to the Department of Education was enough to verify that the Hatch Amendment does not apply to the Senate survey.

Mr. Wilson made the policy decision to impound the surveys because "the last thing I wanted to do was to get [members of the senate] and [the administration] in trouble."

Eisner summarized his feelings on the handling of this matter: "Mr. Wilson's job is to protect the student body from community special interest groups. I think that Mr. Wilson should not have assumed that the survey was in violation. If he is going to make a mistake, it should be in favor of the students, not against them."



Principal David A. Wilson.

Photo by Gill Grant

The Executive Committee of the 1993-1994 Lexington High School Student/Faculty Senate. From left, Assistant Moderator Michael Fiveash, Moderator Kate Olivier, and Secretary Katie Ludwig.

Photo by Gill Grant

Young's "Year in Review"

by: Will Eisner and Offer Egozy

The following is an interview conducted with Superintendent Jeffrey Young on May 27, 1993

Q: How do you feel your first year has gone?

The year has gone, I think, in a very positive way. When I got here I had some sense of what the complexity and what the school system was like. Everything that I've witnessed, experienced, and observed so far this year has confirmed my belief that this place has some extraordinary things going on. There are teachers and administrators who are unparalleled. There is a level of community support that is very supportive. I've tried hard to integrate myself into this system and to learn about it. I feel like I've accomplished it

Q. At the beginning of the year you had some goals. You wanted to increase communication between the community and the school. How do you feel that has gone?

Again I think we've taken some real important steps. A big part of what I've done this year is to go out into the school and the community and try to be sure that communication is both ways. I've never been interested in presenting the world according to Young. What I've wanted to do from the outset is to learn about the traditions and the culture of Lexington and to combine that into my own thinking in a way that would not disregard what's gone on in the past but try to build a bridge from present to the future. I've never seen the school or school system in a state of disrepair or needing to be fixed but as a healthy organization that should only seek to improve.

Things we'll be working on in the coming years are related to the concept of core values. We'll try to get some consensus among the faculty as well as the community in Lexington about what matters most in Lexington. The things that are shaping up are three-fold. First, we're looking at the need to promote success for all students. Success is defined not by high test scores or college acceptance, although those things are important. We define success as achievement in an area where there is the risk of failure. My view is that unless there is the chance that you're not going to succeed at something, if you accomplish it you can't really say you've succeeded. If things are too easy you can't succeed. We'll try to help the teachers know the students better so that they know the difference between Offer and Will good enough to know that the school work they put in front of you is challenging enough so that there is the possibility that you could fail. We're going to make sure that we create the conditions so that you succeed and that it is a different kind of schoolwork than what's put in front of another student. That's the first general area.

The second general area is shared responsibility. This is built on the belief that people need to work together. The resources in this community are vast and I'm not speaking about money. When I speak about resources I mean the brain power out there among the citizens and the brain power and commitment that's there among the faculty. It's something you must tap into. If you believe as I do that the whole exceeds the sum of its parts it could only make sense that bringing those two groups together in a way to serve students is the way to go.

> "The old saying is that if it ain't broke don't fix it. We need to replace it with a paradigm that says if it works improve it and if it doesn't work get rid of it."
>
> —*Superintendent Jeffrey Young*

Third we would argue for continuos improvement. No matter how good things are things can still get better. That goes for your work in your classes, it goes for my work as superintendent, it goes for teacher's work as a teacher and it goes for organization as we try to become a better school system. The old saying is that if it ain't broke don't fix it. That's what people like to say. I think we have to take that old paradigm and throw it out the window. We need to replace it with a paradigm that says if it works improve it and if it doesn't work get rid of it.

Q: That reminds me of the condom bill and referendum. On the whole how do you feel the school committee handled it and the outcome of the vote?

The vote represents the way that the community is clearly torn about this. In different schools the battle has raged even more vigorously, if its possible, than it has in Lexington. There has been a tremendous uproar in Newton around not so much the condom plan, which is in place, but around sex education. The reason it rages so vigorously is that it touches upon deeply held beliefs and value systems. While you can often persuade people to think differently about things for rational reasons what's at stake here are values which are privately held and cherished. Just as your value systems are different than mine doesn't mean that they are any better or any worse or that I can say or do anything to change them. So this is an argument and a debate that's held on an off instinctual level.

In that sense I'm not surprised that the referendum turned out to be almost a split vote where one side prevailed. It certainly represented some ongoing division.

Q: What specifically are you going to do with the core values?

Each school has a site council. One of our goals is to have the site council really do some important work. I think it's a government structure that really has a lot of potential. We are going to have each of the councils submit for review school improvement plans that are in sync with the core values. For example, we'll say to Bowman's council, 'tell us what you're going to do around the issue of success for a diversity of students, what are you going to do around serious improvement, what are you going to do around shared

Continued on page 8

Senate, Cont.

Continued from page 1

is not on the approved list. One faculty member and two student members of the Social Action Committee will meet weekly to review all submissions. To be considered valid for the requirement, students must not be paid or receive credit for another service organization. Also, work in school offices and personnel services will not be valid, because such work has limited impact on the larger community.

When a student has completed an approved community service, he or she will need to fill out a form which must be checked by the sponsor of the activity and by the student's parent or guardian. The form must then be turned in to Mr. Robinson for further verification. Any service which has been completed previously need not adhere to these new requirements.

This new bill will go into effect in September 1993. Of the required twenty hours, ten must be completed by the beginning of junior year in order for students to be eligible for open campus. This requirement will start with the class of 1997 so that next year's juniors and sophomores will not be affected.

Although it was not touched on in this bill, there was much talk about expanding the number of hours required to fifty. Students would therefore need to complete twenty-five hours by their junior year to be eligible for open campus. This requirement would begin to affect the class of 1997, because it is against Senate policy to change graduation requirements for present students. This topic will be discussed at upcoming meetings.

The Senate will also be talking about a possible change in daily schedule for the 1993-94 school year that may switch X block from Wednesday afternoons to Thursday mornings. Presently, there are only two administrators to supervise the school during X block due to Administrative Council and Curriculum meetings.

Debaters Succeed

by Roopom Banerjee

With the Tournament of Champions (TOC), held every spring at the University of Kentucky, the debate season for some of the best debaters in the nation ends. Qualification for TOC is not an easy task. At tournaments around the country, debaters must reach certain elimination rounds in order to garner what are known as half-qualifications for TOC.

> "[Lexington] went a long way in re-establishing its national reputation in L-D at the Tournament of Champions."
>
> —*Les Phillips*

Those debaters who manage to win two or more half-quals then attend TOC. In the 1992-93 season, with wins at the Heart of Texas Invitational, the Pace Academy Round Robin, the Harvard University Forensics Championships, and innumerable other accolades to adorn their debate caps, senior superstars Josh McCarthy and Dan Marx led the Lexington squad to TOC. A T TOC these two teams proved to be just as successful as the season had predicted. Marx and McCarthy reached the Quarterfinal Round, thereby winning Fifth Place in the nation. The dynamic duo also won speaker awards.

Meanwhile, senior Matt Stephenson and junior Li-Cheng Wang added a near knockout punch by reaching the Octafinal Round, placing them among the top sixteen in the nation.

The Lincoln-Douglas division was comprised of senior Courtney Harter and juniors Victor Karkar and David Mackey. Although none of them reached elimination rounds, the three defeated many marquee debaters en route to respectable performances. Debate Coach Les Phillips, recognizing the achievements of the L-D squad said, "[Lexington] went a long way in re-establishing its national reputation in L-D at the Tournament of Champions."

Protest on "Green" Explored

by Shen Kiat Lim

One of the less well-known facts about our town of Lexington is that it was the site of the largest mass arrest in Massachusetts history. This incident occurred in 1971, and was the result of a large demonstration against the Vietnam War which took place on the Battle Green. Last year, a group was formed at the high school with the goal of establishing a comprehensive record of this event, which to this day has sadly remained virtually unknown and undocumented. Under the guidance of Mrs. Mary Gillespie and co-coordinators Juniors Ivan Chan and Shen Kiat Lim, this unofficial history club begun to gather information from a variety of sources.

At the time, great controversy surrounded this protest. To sum up, an organization known as the Vietnam Veterans Against the War, or VVAW, had planned to trace Paul Revere's route from Concord back into Boston, going through Lexington. The VVAW requested permission from the Board of Selectmen to bivouac on the Battle Green. This request was turned down by the Selectmen. After a compromise could not be reached, the VVAW made it known that they intended to camp on the Green anyway, defying both the Selectmen's ruling and a court injunction which had been granted to the Board.

This incident followed on the tails of a protest in Washington D.C. which led to the largest mass arrest in the nation; thus many were concerned about the possibility of violence. Fortunately, these fears proved to be unfounded. Although approximately five hundred people were arrested, the arrests were made in an orderly manner with people lining up to board buses to be arrested. Overall, things passed rather quietly.

Twenty years later, this incident still remains largely undocumented, a situation which hopefully will be rectified during the course of the next few years. However, the idea for comprehensively documenting this event is not a new one; a group known as the Lexington Oral History Projects Inc. has been working on documenting this event for the past few years. It was actually some members of this organization who suggested that a student group be formed with a similar goal in mind. They believed that students, [not alive at the time of the incident and therefore having a a more dispassionate view of the event], might be able to get a different perspective on the event. Both groups continue to work independently but do from time to time share information.

Although there is no rigid structure in this student group, and membership is somewhat fluid, much has been accomplished. Several people who declined to be interviewed by others regarding this event have expressed their willingness to be interviewed by the student group. In addition, this group has been very fortunate in that Senator John Kerry, who was at the time a leading member of the VVAW, haws agreed to be interviewed. Although his original appointment for May 24 had to be canceled due to an important vote in the Senate, Senator Kerry has promised to come sometime before June 12.

If any student is interested in joining this project or is curious about any aspect of it, please feel free to call Shen Kiat Lim.

Student participants in the 1993 London Trip were treated to an added vacation bonus when their hotel was bombed by IRA terrorists.

Photo by Gill Grant

Dance Club Attempts Group Rejuvenation

by Johanna Klein

Lexington High School has had a Dance Club since the beginning of time, but during the past two years, this club has experienced an extremely unfortunate decrease in interest. In years past, the Dance Club participated in such events as dancing classes and workshops, with Dance Fantasia as the group's culminating event.

Two years ago, headed by president Julienne Webster and vice president Danit Levy, the club had large membership and big ambition. In 1991, the Dance Club put together an amazing Dance Fantasia with everything from LHS's version of the "Time Warp" from The Rocky Horror Picture Show to the "Sea Dance," a piece choreographed to a soundtrack of chirps, glugs, squawks, burbles, and cries.

"As dance interest in the general community increased the need for a high school dance group diminished."

—Music Director Sandi Peaslee

"One dance," claims creator Steve Bogart, "was choreographed so that it could be danced to any music whatsoever. During the actual performance, the dancers danced to music that they were hearing for the first time."

In another memorable dance from that year, "Bite It," the audience was treated to a poor soul careening about the stage in a chicken costume. Even the opening and closing of Dance Fantasia were showstoppers. During the opening dance, "Time Warp," dancers poured on stage from the pit, running up the steps on each side for their big entrance.

The grand finale sported songs from Sesame Street and Inspector Gadget, and the dancers played children's games as a goodbye. From crazy costumes to floating pianos, the Dance Fantasia of two years ago was truly amazing.

The next year, things changed. No one knew why or how, but suddenly no interest was mustered for the Dance Club or Dance Fantasia. The club was then headed by Abbie Lawrence and her vice president Suzi Rosenberg.

The officers were disappointed that each year, after a huge influx of members during freshman and sophomore sign-up day, the club dwindled to a paltry few, hardly enough to fill a meeting. Dancing classes and field trips to dance shows were suggested, but none of these inventive ideas were never realized.

Despite numerous pleas to the general public, and two open auditions, a grand total of eight people expressed interest in dancing and choreographing for Dance Fantasia. As the date for the dance evening grew closer, the club officers realized that things had been doomed from the start. Faculty Advisor Sandy Peaslee tried to mollify the club staff by assuring them, "You've done all you could."

"As dance interest in the general community increased," Peaslee hypothesizes, "the need for a high school dance group diminished." With hugely popular dance facilities such as Lexington Ballet and Arts Lexington's Dance Inn, town-wide dance enthusiasm was finding outlets apart of school.

Lexington's Dance Inn, with a large number of high school students participating in their jazz and tap classes, has become a widely respected school, and its own Legacy Dance Company has won several competitions. It seemed reasonable to the gloomy Dance Club board that low participation was not the fault of the club, but of other commitments by students.

Not to be beaten, the Dance Club persevered into 1992-1993, the only apparent difference in the near-defunct-club being its new batch of officers, with senior Kathy Kohatsu as president and Johanna Klein as vice president.

The dynamic duo of Kohatsu and Klein dealt with the lack of interest by ignoring it and hoping that it might go away. This methodology worked well until late March, at which point club officers were accosted by advisor Peaslee who demanded, "What is the status of Dance Fantasia?!"

"Lacking appropriate response time," said one Dance Club officer, "I was sucked into capacity as this year's organizer of the dance evening. For two full weeks, it looked as though Dance Fantasia might actually occur. It was not to be."

For a brief, glimmering moment in time, Dance Club looked with glee on a variety of dances which rivaled the insanity of their predecessors. The kaleidoscope of dances included pieces such as "80's a l'orange," "Gorgeous 70's," a Madonna Medley, a tap number by Peaslee, and (of course) an experimental piece by Steve Bogart.

But as dance after dance dissolved in the club leaders' hands, and interest waned with the arrival of the warm weather and accompanying distractions, the club mourned what they knew was the demise of yet another Dance Fantasia.

The loss of this year's Dance Fantasia upsets the high school dance community for several reasons, the most resounding of which is that due to the laws of inertia, it is much more difficult to produce a show such as Dance Fantasia after it has been abandoned for two years. If an event occurs year after year, it is tradition to repeat it; if it stops for two years, it is infinitely harder to start up. Also among the reasons to mourn is that Peaslee, who planned to compose and choreograph a tap routine, will retire at the end of this year.

Club members, although disappointed, summed up their sentiments by saying, "Well, next year..." Although this has been a false hope in the past, Dance Club assures the public that in the year of 1994, Dance Fantasia will rise like the phoenix from its own ashes to live again. The high school will once again see titles like "Zorba," "Test Tube Heaven," "Troy," and "The Plight Flight of TraGob the Merchant Light" next

Student Visitors to UK Have a "Blast"

by Jessica Holt

This past April vacation, while many students were just hanging around town or visiting relatives, sixteen Lexington High School students left America behind and took off for Jolly Old England. Every year during April vacation, art teacher Norma Regillo and her husband, Dana Regillo, chaperone a group of students to England. The trip includes visits to castles, cathedrals, and other attractions around the island.

This group, with representatives from all four grades, spent ten days sight-seeing and exploring London's sights, including the Tower of London, Westminster Abbey, and St. Paul's Cathedral.

"Clouds of black smoke were everywhere! [The explosion] felt just like an earthquake!"

—Sophomore Jeni Brown

Bus trips outside of the city took the visitors to Stonehenge, Salisbury Cathedral, the Roman Baths, Windsor Castle, and Oxford University.

More than just a sight-seeing tour, the trip also gave the students a chance to experience London theater first hand. The group attended three theatrical performances: *Robin, Prince of Sherwood*; *the Ideal Husband*; *and Travels with My Aunt*.

The travellers also sampled some of London's famous locales; a typical afternoon included lunch at the original Hard Rock Cafe, and a visit to Madame Tussaud's Wax Museum.

Of all the exciting experiences these students had during their stay in London, perhaps one stands out above the rest. In the early morning of Saturday, the twenty-fourth, a loud alarm rang through the halls of the hotel lobby where the Lexingtonians were staying. Guests began to pour out of the hotel, many still clad in their pajamas. As they assembled in the street, the students were told of a bomb threat and were ordered to evacuate immediately. According to Ms. Regillo, the London police were very efficient in their efforts to move all hotel guests to safety quickly. "[The police] were unbelievable!" she recalls. "They knew exactly what they were doing...We were really very safe." Due to the sudden nature of the evacuation, many hotel guests, including the LHS students, had no time to dress in street clothes.

After nearly an hour of frightened anticipation, the students heard the bomb explode. "Clouds of black smoke were everywhere! It felt just like an earthquake!" remembers sophomore Jeni Brown. Later, when Brown was able to return to the hotel to retrieve her belongings, she recalls, "The whole street was filled with glass."

The LHS said that the bomb did not take away from the fun and excitement of the trip. Mrs. Regillo echoes their sentiments, exclaiming, "I loved it! I had a wonderful time, I'll be back again!"

Pondering the *Musket*

by Vic and Viv

After a long and harrowing year of weekend deadlines and sunny afternoon spent in the dank basement of the Belmont Printing Company, our time as *Musket* editors has come to a close. The year concluded when, under the close scrutiny of copy editor Matt Lippert, we maligned dear old Willy Milford Eisner and managed to lop off his head.

Please do not make the mistake of believing that work on the *Musket* was an unpleasant experience. In the contrary, we did have some fun. Where else can you chase down an elusive reporter who missed four consecutive deadlines (his initials are Yung Tse) and sic Will on him?

For every issue, we had the pleasure of frantically searching our computer hard drives because of the carelessness of some foolish editor-in-chief (ahem!). Often, Will and/or Kunal were guilty of "accidentally" erasing all of our disks. Any lack of stories from the Features department can be directly attributed to them, not us.

Trees on the LHS campus often provide inspiration for *Musket* features editors Vic Chen and Viv Chao.

Photo by Gill Grant

Some may ask, where do Viv and Vic obtain their stunning ideas and inspirations for such delightful stories? Once upon a time, Viv and Vic were sitting under a tree. It was a beautiful tree with many colorful blossoms. Suddenly, a blossom fell on Vic's head. Startled, she bolted upright and yelled, "Eureka! This blossom has inspired me/To write a poem about a tree."

Meanwhile, Viv was pulling worms out by their tails. She looked pensively at a dismembered worm and quoted, "Every editor of newspapers pays a tribute to the devil." (La Fontaine)

Thus, this inane Features fluff was created to fill space.

Typical fare featured in our columns would be better fit to the "Handbook to Birds of North America" under "White-Faced Ibis." However, we found that with the added volume of verbatim, the paper ignited better in our portable hibachi, attributing a certain newsworthy flavor to our tofu burgers. These burgers were wolfed down between our journalistic activities and our plans for Will Eisner's slow and painful execution via fingernail amputation.

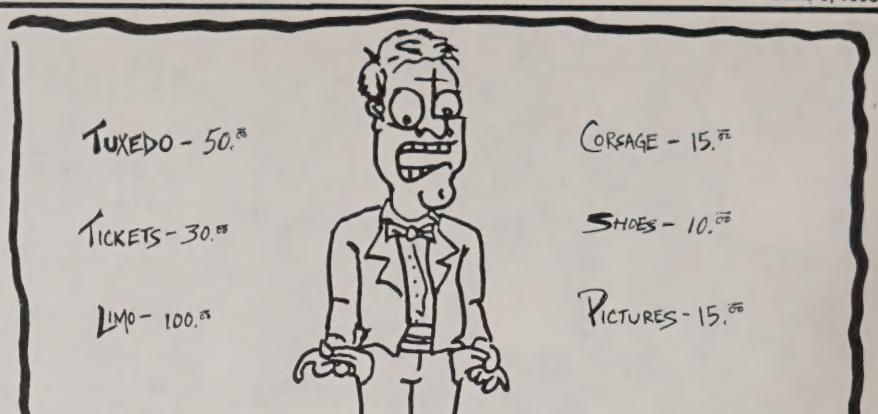
On a more serious note, we did have a great time learning about the dearth of interesting activities at LHS. Ranging from a review of Mr. Sam Kafrissen's fashion sense to student religious organizations, if it's out there, it's in the *Musket*.

We'd like to use this space to give thanks to all of our budding reporters - even the ones who came up with nonexistent stories. We know you tried, sort of. Hopefully, some of you will become editors next year; then you will truly understand the pains and joys of producing the school paper. (i.e. how much crap we put up with.).

In addition, many thanks to Matt Lippert for being Viv's personal chauffeur and letting her use his computer at odd hours of the day. Much appreciation to Will for teaching us the fine art of stress management. Finally, thanks to Mrs. Denk in the school library for helping us out of the frequent computer shut downs and unreadable disks.

In closing, Vic and Viv would like to wish the class of 1993 for an educational and spirits-sodden four years of higher learning. Eat, drink, and be merry.

Confiscation Unconscionable



Several months ago, LHS principal David A. Wilson confiscated a pile of papers. They enumerated the results of a survey taken by the Communications Committee of the LHS Student/Faculty Senate, part of whose job is to survey the practicality of senate legislation. This survey contained information about LHS students' sexual practices, or lack thereof. Its purpose was to determine whether or not making condoms available to students would be desirable.

Mr. Wilson confiscated the survey after community member Douglas Yeo suggested on local access television that asking students about their sexual behavior violates a federal Board of Education statute called the "Hatch Amendment." Mr. Wilson's immediate and, as it turned out, unjustified reaction is the latest in what now seems to be a series of rash decisions to disregard the rights of students.

Upon reading the Hatch Amendment itself and consulting with an attorney, the *Musket* staff is of the opinion that the rule applies to mandatory psychological testing of students. It stipulates that students cannot have their sexual behavior tested or be subjected to scientific studies unless their parents approve. The Hatch Amendment does not attempt to limit the administration of optional surveys; what reason could there be for doing so? In addition, we believe the rule only applies to federal programs. This survey was created by the LHS Student/Faculty Senate, which is not a federal body.

The survey was intended to determine the necessity of the condom availability program. Without the information it provided, it is impossible for the Student/Faculty Senate, the School Committee, or the community to know whether we have done a good thing by creating the program. It is also impossible to further tailor the program to meet the needs of students if Mr. Wilson does not allow the school system's decision-makers to know what the needs of students are.

Mr. Wilson refused to return the survey until very recently. It is a point of some alarm that before confiscating the survey, he *approved* it. That is, the Communications Subcommittee showed him the instrument and asked his permission to distribute it. Although he declined to allow one part to be administered, Mr. Wilson gave his approval to all the questions that were eventually asked of volunteers in homerooms.

Only after Mr. Yeo hazarded his idea of the survey being contrary to the Hatch Amendment did Mr. Wilson immediately seize it. Mr. Wilson did not return the survey for a period of months, despite repeated requests. He finally returned the results, with little comment. By the time the survey was returned, a critical referendum about the condom bill had already passed. Its debate was notable for a marked lack of factual information.

We have long felt certain that the Hatch Amendment does not stipulate that an administrator may confiscate questions asked by students of other students. Mr. Wilson evidently, eventually, arrived at the same conclusion. However, his extreme reaction to a community member unqualified to judge either law or morality left the Student/Faculty Senate and the high school community without information. Condoms are not the most important tools to protect students. Information and speech are the most important tools to counteract the serious and deadly issues surrounding teen sexuality, sexually transmitted disease, and pregnancy. We ask Mr. Wilson once again to think twice before denying us information.

—Dan Michaelson

Letters to the Editor

Evaluation occurs frequently

To the editor:

I was surprised to read the unsigned editorial "Merit-Rating Plan Needed" in the January 15, 1993 issue of the *Musket*. This article stated that non-tenured teachers are evaluated once every year and that tenured teachers are observed once every other year.

I am currently a non-tenured teach in the math department. This is my third year here at Lexington High School. During my first two years, I was observed four times a year by my department head and four times a year by my assistant principal. This year, my third year, my department head has observed me twice thus far and my assistant principal has observed me four times. I do not know if this is true for all non-tenured teachers. Our contract, however, states that non-tenured teachers MUST be evaluated at least twice a year.

As for tenured teachers, the confusion about "once every other year" evaluations might be due to the fact that they are tied to a two year cycle. The first year is a "long form" evaluation. During the second year, tenured teachers are given the choice to be observed with a "short form" or participate in a supervisory year. The supervisory year enables teachers to be creative and increase their teaching repertoire.

I do agree that it is difficult to dismiss a tenured teacher; however, it is not impossible. There is a system in place that enables the administration to let a teacher go based on any number of different criteria (including poor performance). The teacher, however, is given a chance to improve themselves before a dismissal is administered.

I hope that this letter clarifies some of the points about teacher evaluations

Sincerely,
Wendy Cordero
Math Department

Conflict of interest?

To the editor:

The Musket, once a paper of responsible journalism, has sunken to the level of propaganda and personal attacks. Last month's Musket contained an unsigned editorial titled, "Senate Being Self-Limiting."

This article spoke of the final exam bill and it constitutionality. The bill would have required all teachers who give a final to give a midterm exam as well.. Several members of the senate argued against the final exam bill because of its questionable constitutionality. These senators argued that the passage of this bill would violate the senate's constitution, which states that the senate's actions can not interfere with individual teacher's curriculum and or course organization. The section of the constitution in question (the individual clause) was included to make certain the senate did not interfere with the most valuable part of any school, letting teachers teach. How Mr. Eisner considers this a trivial detail is beyond me.

The larger issue is the accountability of the senate with respect to the constitution. The school does not have a supreme court. there is no school organization that can declare the senate's actions unconstitutional. Thus many responsible senators believe the senate has an obligation to insure its actions are constitutional. Why should anyone take us seriously if we don't follow our own rules? More importantly than this, the constitution must not be viewed as simply a hindrance restricting the senate's power. Mr. Eisner speaks of empowering the senate as an intrinsically beneficial thing, even if it means violating the senate's constitution. One can only wonder what would be left of free speech if Congress viewed the US Constitution as an obstacle on their road to power. The constitution must rather be viewed as a valuable set of guidelines to keep the Senate in line.

Instead of simply arguing against the limiting of the senate's power, the author of this article (William Milford Eisner) chose to viciously attack he senators who argued for self imposed limits. The constitutionality of the final exam bill was debated. This kind of debate is healthy and valuable to the senate as a whole. Many of us spoke our beliefs openly and honestly and if Mr. Eisner disagreed with us he should have spoken them in person and not waited to save it for material in his newspaper.

What troubles me more than anything else is the tone of the article. The article in my mind is nothing more than slanderous propaganda. Mr. Eisner refers to his opponents as "short-sighted," "laz[y]," "misguided," and "confused senators" who "do not deserve to represent anything but their own, selfish self interests." This is nothing less than cheap journalism. How can senators opposing a bill which would require midterm exams at a school which they will not be attending next year somehow be acting in their "selfish self interest?" Besides, if we want to talk about the unethical pursuit of self-interests, let's talk about you Mr. Eisner. How can you as moderator of the senate explain writing an unsigned editorial in favor of expansion of the senate's powers? Mr. Eisner's comments do not serve to strengthen debate, but rather to stifle it, to discourage senators from speaking beliefs that run contrary to his, and that I believe, is a travesty.

Ryan McCarthy
Student Senator
Class of 1993

To the editor:

After reading the editorial in the last issue of the Musket about the Lexington High School Student Faculty Senate I was more than a little irritated. The source of my difficulty lies in the editor's lack of serious research into the activities of the Site Based Council and his quick denunciation of the motivations of senators who chose to invoke issues of constitutionality in debates over items brought to the Senate floor.

I have served on the Senate since its inception an have also been a member of the Site Based Council for the past two years. This service affords me a unique perspective since I am the only faculty member to sit on both bodies simultaneously this year. The Site Based Council is not a legislative body as the Musket editorial suggests, nor is it an "administrative committee that is slow to discuss and reluctant to act." Its interests are to serve the immediate school community in matters that directly affect the operation of the high school. Issues that directly affect the curriculum, the schedule, the staff, and the students are all within its purview. Last spring we decided to pilot a student evaluation instrument with an eye to developing a universally administered student evaluation of teachers in the following year. During the first semester, fifteen teachers volunteered to use the instrument we offered them to evaluate two of their classes, share the results with a colleague, and critique the results and the instrument so as to refine the process which they reported back to the Council. With this done, the Site Based Council asked all faculty to administer the student evaluation to two classes second semester and share the results with a peer. The plan for the upcoming academic year is to encourage all teachers to use this evaluation system with all of their classes with the end of improving their pedagogy and opening a dialogue with their students about teaching and learning. The Musket's spurious claim that "No visible plan on the issue of teacher evaluation has come from the Site Based Council..." is obviously ill-conceived. Furthermore, the claim that the Council "has discussed, but it has not acted." is patently false. Shabby journalism at best, I'd say! Originally the Senate deferred to the Council on this issue so as to avoid duplication of efforts. In doing so the Senate made a wise choice and got on with other pressing business, using its power well and honoring its mandate to the staff and students. The second problem I have with the editor is his claim that the senators who chose to question the efficacy of the final exam bill by questioning its constitutionality were "misguided and confused." Further, he alleges that they "hurt the senate and the students, and they do not deserve to represent anything but their own, selfish self-interests." This is balderdash and insulting! Present at the debate in question, I witnessed reflective and substantial arguments put forth by sincere and well meaning senators, eager to move those present to consider the issue responsibly. They were certainly not self-serving or self-possessed. Such accusations are ill founded and impugn the reputations of people who take their mandate as senators seriously.

Peggy A. Dyro

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Special thanks for Sam, for helping us put everything together. ..... - Will and the Staff

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Thinking About Graduation

The last bell on Friday snuck up on us. On that sunny afternoon, a good portion of the senior class was lounging by the flag-pole, laughing and joking and signing yearbooks. Many of us had last block free, so, technically, we were already finished with classes, finished with LHS. However, for all of our countdowns and calendar watching, I don't think we were really expecting that last bell to ring.

As that loud, obnoxious bell pierced the air, many of us flinched instinctively. How many times has that bell signaled time to go to the next class, time to take a test or listen to a lecture? Even at the end of a regular day, how many times did that bell remind us of huge amounts of homework we had to do once we got home? But the tension lasted for only a moment, for we realized that we were finally really, absolutely, completely finished.

Looking back, LHS was all right. The students were nice. The teachers were nice. The administration wasn't *always* bad. Overall, it was a nice place to learn. Not every school has a place like B-house cafeteria, where students can relax in the relative comfort of cushioned chairs, and not every school offers food as good as the food provided by our very own Marriot Food Services, believe it or not.

There have been many other times for us in the last twelve years that had a strong sense of finality. Our last day of elementary school, our last day of middle school, our last study hall, and our last gym class all seemed to mark the end of eras. But as I watched my friends participate in the goosing-frenzy that immediately followed our last day at LHS, I wasn't sure that any of us *really* understood what this day meant: the end of high school, the end of living with our parents, and the end of being a kid.

For all of the life skills classes we have taken and all of the condom packets we have seen distributed, LHS has always been surrounded by a definite aura of innocence. Sure, bad things happen here, but they're not *supposed* to happen here. LHS isn't the real world, and for the most part, we haven't had to deal with the problems of the real world. Perhaps some of that innocence was lost with the death of a much-loved student earlier this year, when we were forced to realize that bad things *can* happen to good people. But even after that harsh lesson, LHS still maintains the atmosphere of being a mostly fair place, where hard workers are rewarded. As we left LHS on that golden afternoon, we also left behind a certain innocence. In real life, anything goes, good or bad.

Looking back, LHS was all right. The students were nice. The teachers were nice. The administration wasn't *always* bad. Overall, it was a nice place to learn.

As I sat by the flag-pole, covering my butt and having my friends sign my yearbook, I wondered what each of them would be doing in ten years, or in forty years. This question is often asked but interesting nonetheless. What will this friend be in ten years? A mother? A poet? An executive? Will she be happy or sad with the life she chooses? For every face, a thousand questions must go unanswered. And as this guessing game turns back towards myself, I become worried. Will I measure up to their expectations? How about to my expectations? Every signature in my yearbook is an unsolvable riddle.

—Will Eisner

Stop Pressure for Prom Pomp

The prom is supposed to be a special time in a student's life, a memory that will last a lifetime. Mine certainly will. In fact, I can't think of any $125 I've invested in a worse manner. There are many reasons why I didn't have a good time at the prom, but there are only two reasons for drastically reforming the prom. First, the prom has many problems that are intrinsic to such formal, expensive occasions. Second, alternatives that avoid the problems of a prom are plentiful.

A limousine and a haircut may seem excessive or unnecessary. But in posh Lexington, there is pressure to have the best hair, or the nicest limousine, and these expenses add up. It is easy to say that such a student doesn't have to take the limousine, but a couple who arrives in a car feels bad.

The most serious problem with a prom is its excessive cost. My $125-evening was near the average cost for a guy. My date, on the other hand, didn't have it so easy. A dress can easily cost $125 alone, often much more. This is before the nails, the hair, and other accessories: gloves, pocket book, etc. A limousine and a haircut may seem excessive or unnecessary. But in posh Lexington, there is pressure to have the best hair, or the nicest limousine, and these expenses add up. It is easy to say that such a student doesn't have to take the limousine, but a couple who arrives in a car feels bad when their friends take limousines. This is only one example. What about the girl who feels she needs to spend an extra $10 on her nails, or the guy who feels he has to buy his date's ticket? These situations are limitless and inevitable.

Alternatives are bountiful. The first obvious answer is a smaller-scaled dance. Avoiding the costs of a limousine and multi-hundred dollar dresses seems intelligent. As it stands, the prom is only formal in order to distinguish it from other events— to give it that special air of distinction. The only special feeling I got in my tuxedo was a feeling of guilt about the money I wasted. A casual or semi-formal dance held at the high school could be just as fun as any dance at a hotel. Many see high school dances as "lame" or beneath their dignity. What's the difference between the high school and the Westin, give or take a few chandeliers? There's still a place to dance. We can still have caterers. I don't have to know I paid a ridiculous amount of money to have a good time.

There are many other possibilities, such as a day trip to the beach or an amusement park. The class could use the money to hire a real band and have a concert. Or, it could use the money to enhance the existing Senior sleep-over party. We should commemorate this important time of our lives with some event. However, it need not be an event that pressures students into spending money on needless glitter.

—Marc Jacobson

Observations from the Cafeteria

On a given day at LHS, you might pull up to school beneath an oppressive gray ceiling, pelted by rain as you scurry to first block. Sit through forty-five minutes of science only to endure another fifty again. Stumble downstairs and outside and the rain has turned to sleet. Pass in an essay that says little in too many words, each more dreary than the last. Look at yesterday's botched attempt returned. Face calculus. Watch the symbols ooze across a page of notes. The bell rings and buoyant sophomores gallop to first lunch as you shuffle in file to French, watch the minutes edge by on the clock just slightly above your line of sight to a teacher speaking in tongues. Teasing, a bell hammers briefly and the school enters the nameless time-zone after first lunch and before second. The seconds themselves clamber past with ever more painstaking care.

—Finally.

You push through the cloud of cigarette smoke hovering over the door to D-house, trip lightly off the concrete step into a puddle of rain water drying under a sky that suddenly seems to have become brighter than the brightest fluorescent light in G-house. As you wedge your way through the clamoring mobs that clog the entry to your cafeteria, the first welcome bits of flying food soar overhead and, with them, pieces of conversations remind you hat all at LHS is not the dull gray toil of early morning classes.

"Did you know that it's a scientific fact that one sound can cancel out another sound to make silence? But it has to be just the right sound, exactly opposite. What if someone wanted to make a silent army tank? What would the opposite sound be?"

"The sound of flowers growing."

"Aliens are going to descend on H-caf to get free condoms. They're too embarrassed just to go to CVS because then they'd have to walk up to the counter, admit that they're aliens, ask for the prophylactics..."

"A stupidity-seeking missile really would be a useful thing. In the wrong hands, however, it could be devastating. If someone didn't know how to use it, i.e. was dumb enough to hold it backwards, the device definitely would backfire. Even in the best of circumstances, innocent bystanders, particularly those stupid enough to stand in the way, would be hurt."

"I'd like to put all the people I don't like on a bus and send them somewhere really far away, one way. Except I'd probably have to be the driver."

"*****'s rear end is so huge, it's a wonder the gravitational field doesn't such his head in. Actually, I think I know people to whom that's happened."

"Everyone is a media. You're like a Newsweek. I think I'm Peewee's Playhouse. Who's Liquid Television?"

"Bocci Ball is the perfect sport to play in the senior quad. If only I could cuss in Italian..."

Meanwhile, a dozen people are playing "Red Rover" in front of E-house. Someone (in particularly) is blowing soap bubbles on Mr. Robinson's Elevated Area by the Flagpole, thankfully rechristened by the students as "Spit Plaza" in honor of all the people who have thereon hawked lungis great and small over the years. The sound of the orchestra wafts — tumbles — out of the music room and onto the senior quad. Shoes and a hat are seen flying through the air from around the corner in back of C-house. It's Marc Jacobson getting beat up again. You might face Latin and history, your afternoon classes, with a disposition engendered by the knowledge that Lexington High School is a place where fantasy happens every day between 11:00 and 12:30.

-Dan Michaelson

Dan & Dan

Hey, kids! For our final column, we present to you, the future graduating classes of LHS, our first ever hypothetical letter.

Dear Dan & Dan,
What do I have to know?

We're glad you asked.

1. "Stream of consciousness" is an accepted literary form, but we don't really know what it is.

2. Don't be afraid to be tardy. The Alliance Security guard gets very upset if you throw small clay balls at her. Challenging Tom Anderson to a disco-off at the prom is a ticket to absolute humiliation (for everyone involved). If you are going to be in student government, there is nothing that you have to know. Go to your guidance counselor voluntarily, or she/he will hunt you down. Study hall is a great place to meet prospective significant others. This look like fist-sized cauliflower heads, right Ms. Cohen? Grammar is a useless art. Educational Testing Services only gives you 200 points on the SAT for filling in your name if they like your name.

People who wear college sweatshirts are insecure and looking for approval. People who announce their college choices over the PA, on the other hand, are beyond the point where they can be helped. "The Zone" in J-house is coming back next year. Detention is a great place to take that special person you met in study hall. Homeroom summons slips are only suggestions; make your administrator come to you. You have to go outside to get from G-house to H-house. Locker numbers are assigned by IQ; sorry, J-house. The bars on the Lance machines are not there to keep you out, but to keep the food in. The best English papers are written on the toilet. The best toilets are in the science building. The more interesting are in the boy's locker room. We hear the most crowded are in the girl's locker room. Why don't they teach you about that stuff in Life Skills? Vandalism is legal in the area under the stairs in G-house.

Mr. Capezza doesn't wear those tinted glasses to be intimidating; that's just a convenient side effect. The Lexington High School S&L of Opportunity is actually a front for a drug cartel. 1992-93 Musket editor Will Eisner has very strange-looking [CENSORED]. We insult him every column but this is the only insult that he will seriously consider censoring. Twenty-five percent of your grade is always class participation, regardless of what you say. Life Skills could save your life. So could wood shop. LHS basketball is FAN-tastic! Mr. Robinson has only one pair of boots, but they are very, very expensive. Minuteman fries will be the death of many students— and Ms. Maier.

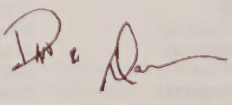
The spork is no longer manufactured because it was found to be neither safe nor an effective eating tool. However, environmentalists point out that the return of the spork would reduce LHS plastic usage by a factor of two. The person who designed LHS really did take "Introductory Pre-Engineering Design." Then again, so did Mike Carey. Dr. Fiveash wrote speeches for Richard Nixon before becoming a classics teacher.

Don't be afraid to park your car in the underbrush behind D-house if you can't get a space. School-organized social functions are always less fun than a corresponding student-organized party, unless you ask a chaperone of your own gender to dance with you. Crime rates on campus sky-rocket during X-block, which is intended for the "productive use of free time." Phil Geiger will return on Judgement Day. LHS football has been on the decline since Coach Damiani threw in the towel to teach the calculus. Styrofoam lunch trays are not recycled but rinsed and used the very next day. You can get community service hours for eating anything actually cooked in C-house. Proctology appointments make great excuses for 18-year-olds calling themselves in; be sure to groan quietly into the phone. People who don't say the pledge are communists.

The All-Night Graduation Party really is a drunken orgy. This column has not swollen Dan & Dan's heads. If anyone is ever caught for pulling a false fire-alarm, they will be hung by their feet from the flagpole. Accomplices will be flogged on the top of the new elevator shaft, and then thrown off. Student ID cards were a brilliant idea. Giving blood is a guilt-free way to skip class. Mr. Mechem is all talk.

Sleep as much as you can (after school, during school, in free blocks, outside, on the floor); you'll be prepared for future, unforseen activities. Driving your car around the elevated area by the flagpole ("Spit Plaza") makes people think you're wicked cool. If you say something repeatedly into someone's ear while they sleep, you can control his or her mind. This is the theory behind morning announcements.

LHS is as fun as you make it, but double-block science can never be fun. Four years is twenty-eight dog-years. Be careful; you could learn something. Always brush your teeth in the morning, even if you don't have time to take a shower. Never look back.



Names and Places

-A/B-

Stacy A. Alfred	Boston University
Megan Alloway	City Year
Nathan Anderson	Rhode Island School of Design
Tom Anderson	University of Pennsylvania
Scott L. Arch	Marist College
Susan M. Arena	University of New Hampshire
Heather Bailey	New Hampshire College
Haritha Bandla	Cornell University
Sirshendu Roopom Banerjee	Massachusetts Institute of Technology
Jire Baran	Tufts University
Brian J. Baratte	Springfield College
Steven S. Baratte	University of San Diego
Ebony A. Barner	
Gustavo M. Barros	University of Massachusetts- Dartmouth
David Barzilai	Brandeis University
Prabahan Basu	University of Pennsylvania
Katherine Behar	Cambridge School of Weston
Shannon Bisbee	University of Pennsylvania
Andrew Blumsack	Columbia University
Syretta Bollin	C.W. Post Long Island University
Anthony Bonanno	Bentley College
Peter Boulos	Boston University
Hillel B. Brahms	Friends World Program, Israel
Christin Brangwynne	Northeastern University
Ingrid Braun	George Mason University
Katherine Cheryl Brown	Erskine College
Panna B. Brutler	Burdett School
Kevin Bryant	
Robet S. Burge	Wentworth Institute of Technology
Michael T. Butler	Emerson College
Monique Bynoe	Georgetown University

-C-

Scott Cahaly	University of Vermont
Nicholas Callerame	Tufts University
James A. Cardarelli	Middlesex Community College
Mike Carey	University of Vermont
Lianna Rita Centrella	Lesley College
Benjamin W. Champney	
Alexandra Chang	Wellesley College
Jason Chang	Northwestern University
Rachel Chansky	Cornell University
Viviane W. P. Chao	Oberlin College
David A. Cheek	University of Massachusetts- Amherst,
Andy Chen	University of Massachusetts- Lowell
Victoria Chen	University of California- Berkeley
Joel Chesterman	University of Vermont
Kevin Clinton	University of Rochester
Raymond M. Clinton III	
Julie A. Coffin	Boston University
Stephen Cole	College of William and Mary
Michele Collazo	Northeastern University
Michelle Conceison	Wesleyan University
Susan Connor	SUNY at New Paltz
Chris Consilvio	Cornell University
Joe Corcoran	Georgetown University
Ruth Cotterill	Hull University, England
Elizabeth Crane	Haverford College

-D/E/F-

Jason D. Davis	Colorado College
Stephen Michael DeBellis	University of Massachusetts- Amherst
Raymond Deck	Yale University
Ben Dedrick	American University
Elizabeth DeFronzo	Salem State College
Craig della Penna	Trinity College
Rebecca Katherine Dennison	Cornell University
Marisa DiGiacomo	Franklin-Pierce College
Lea Rose DiMascio	Wheaton College
Das Dreher	
Dana Easton	University of Massachusetts- Amherst
William Eisner	Columbia University
Peter Engels	Westfield State College
Raffi Fattal	Boston College
Renee Faulk	Bradford College
Jennifer L. Faulkner	New England College
Andrew Finkelman	American University
Joshua W. Finn	State University of New York at Albany
Caitlin D. Fitzgerald	New York University
Marc C. Foster	University of Massachusetts- Amherst
Robert Fournier	Westfield State College
Sarah Elizabeth Francis	Pennslyvania State University
Tanya J. Frank	Ithaca College
Stacie French	
Sloane Friedman	University of New Hampshire
Kathryn Gardner	Graceland College
Joseph R. Gaudet	
Teresa Gervais-Litwak	Union College

-G/H/I-

Joshua S. Gillis	Bates College
Christopher P. Gilman	Bentley College
Michael Ford Gordon	
Renee B. Gordon	University of Maryland
Vadim Gordon	Babson College
Susan Gorman	Georgetown University
Caroline M. Granger	Smith College
Gillian Grant	University of Vermont
Lisa Grosshans	Boston College
Travis Hales	Stonehill College
Laurel Erin Hall	Cornell University
Jason Handwerker	Massachusetts Institute of Technology
Kelly Harrington	University of Maine
Courtney D. Harter	Swarthmore College
Kimberly M. Harter	Haverford College
Ameena Hassan	Northeastern University
Sonya Hausafus	Northwestern University
Corey Hendrickson	Hobart College
Chloe Hill	University of Colorado at Boulder
Jessica Holt	University of New Hampshire
Michael Hsieh	Stanford University
Tetsu Inada	Massachusetts Institute of Technology

-J/K-

Michele Jemison	Simmons College
Aaron Jette	Sarah Lawrence College
Keira Johnson	Clarion University of Pennsylvania
Taneisha Joyner	undecided
George F. Killgoar III	Boston College
Rachel Kleinman	Brown University
Kathleen E. Kohatsu	Colby College
Kay M. Kohatsu	Tufts University
Lindsey A. Kotzen	Syracuse University
Sangita Kuba	Trinity College, CT
Lydia M. Kuhn	
Gyrid Langhammer Kvernes	going back to Norway
Sonia Kwan	Syracuse University
Hong Kwon	Dartmouth College

-L/M-

Wing-Hei Lai	
Amy M. Lang	Williams College
Hadley E. G. Langosy	Massachusetts College of Art
Paul Latiff	Framingham State College
Andrea Lauren Lee	Brown University
Andreanna Rose Lee	Becker College
Eric H. Lee	Tufts University
Jeung Lim Lee	Boston University
Dineen M. Levangie	Middlesex Community College
Barbara Allison Levy	Delaware Valley College
Matthew Lippert	Yale University
Matthew Liston	Brown University
Julia Liu	Boston University
Andreas Loefors	going back to Norway
Latasha Lomax	starting school early next year
Eric P. Losick	Harvard University
Cely Lubin	Mass. College of Pharmacy & Allied Health Sci.
Johnny Luk	University of Massachusetts- Boston
Anthony Luongo	Ithaca College
Darren Macdonald	University of Maine-Farmington
Liz Mackie	Wheaton College
Bianca Mammaola	University of New Hampshire
Christopher Manfredi	
George Mang	Brandeis University
Aravind Mani	University of California-Berkeley
Rachel Marcus	University of Miami
Karen Mareiro	St. Mary's College of Maryland
Scott M. Martin	Stonehill College

Names and Places

Daniel Marx	Yale University
Lora Marzilli	University of Vermont
Seth Alan Mason	Auburn University
Joshua McCarthy	Duke University
Ryan Sean McCarthy	Harvard University
Alex McGregor	University of Massachusetts- Amherst
Michelle L. McWilliams	Simmons College
Tricia O. Medas	University of Massachusetts- Amherst
Louis A. Medoff	Brandeis University
Paul Meehan	Boston University
Mandira Mehra	Williams College
Andrea Mekshes	Arizona State University
Marty Mellican	undecided
Ronen Michaeli	going back to Israel, serving in the IDF
Dan Michaelson	Columbia University
Satoko Minowa	University of Wisconsin- Madison
Andrea Monkouski	University of Maryland
Andy Mosca	University of Maine at Orono
Zeyad Moussa	Boston University
Jacob Muller	University of Rhode Island

-N/O/P-

Carmine W. Nardone	
Ariel Nason	
Samantha L. Nebolsine	Eckerd College
Andrew G. Nelson	Unversity of Massachusetts- Lowell
Amy Rebecca Nemser	Connecticut College
Kimberly Nett	working
Lanna Ng	Boston College
Jocelyn Nill	Middlebury College
Ornit Niv	University of Massachusetts- Amherst
Kevin Donnell Nolen	junior college
Paul Jason Noonan	University of Massachusetts- Dartmouth
Deborah J. O'Brien	
Thomas D. O'Connor	University of Massachusetts- Amherst
Josh Ogden	Northfield Mount Herman
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Samantha Peltz	Swarthmore College
Joshua Plumb	Indiana University
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Laura Premack	Wesleyan University
Rachel Pressman	Barnard College
Prashanthan Puvirajasingam	Boston University

-Q/R-

Rachel Quinn	University of Vermont
Tara Reczek	Northeastern University
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Paul W. Riley	Bates College
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Sandrine Roussel	Middlesex Community College
Suzanne Ryan	Boston College

-S-

Sarah M. Sarmanian	Smith College
Mark Saulich	Clark University
Scott A. Savini	junior college
Nicole Danielle Scaramelli	Dartmouth College
Jayme Scott	Boston College
Nequesha Jennifer Seay	Hampton University
Adam Alexander Seeger	Harvard University
Keiko Sekino	Yale University
Shana Seldin	University of Pennsylvania
Sylvia Sellers	going to Costa Rica; Brown University
Rahim Semy	undecided
Nikki Seymour	Norfolk State University
Jon Shaller	Hobart College
Christine Sharkey	Colgate University
James Sheehy	Tufts University
Brenda Silipigni	Framingham State College
Peter F. Silva	
Catrice Simmons	Middle State University
Jillian Singer	New York University
Aisha Singleton	Northeastern University
Chandra Smith	undecided
Marc Soliman	Boston University
Gerald Soparkar	Middlesex Community College
Brett Sroka	Manhattan School of Music
Keri St. George	Quinnipiac College
Susan E. St. Pierre	Stanford University
Erica J. Stebe	Framingham State College
Matthew Stephenson	Harvard University
Sheryl Stering	
Vanessa Storch	McGill University
Luca Struble	Pomona College
Tom Sullivan	Northeastern University
Christina Y. Sun	Wellesley College
Michael Sung	Massachusetts Institute of Technology
Courtney Swanson	University of San Diego

-T/U/V-

Brendan P. Taggart	
Ivanska Tate	
Curtis A. Taylor	Alabama State University
Albert Teng	University of Wisconsin- Madison
Daniel TenPas	Dartmouth College
Martha Thompson	University of California- Santa Cruz
Karen Tracey	University of Virginia
Keith Traverse	Middlebury College
Sergiu Z. Troie	Stanford University
Christopher P. Tullmann	Worcester Polytechnic Institute
Sacha Twarog	School of Visual Arts, NY
Julia Ulinskas	
Wade H. Undem	Bridgeton Academy
Jessica L. Van Nostrand	George Washington University
Dena Vigorito	Mount Ida College
Charlene Vilasi	undecided
Xuan-Mai Vo	Tufts University

-W/X-

Heather G. Waibel	undecided
Joanne Molly Wallach	Union College
Robert D. Walton	Westfield State College
Jeremy Warren	Tufts University
Linda Warren	Princeton University
Kelly Ann Welton	Florida State University
Jennifer White	
Jason D. Whitney	University of Vermont
Jeff Wichmann	Middlebury College
Jessica Williams	Smith College
Rashad Wilson	undecided
Robert William Wong	Duke University
Carrie Amanda Wood	Emory University
Benjamin Wynn	
Hao Xie	Brandeis University

-Y/Z-

Xi Lian Yan	University of Chicago
Daniel Cheng-Bing Yee	Rhode Island School of Design
Paul Yin	University of Illinois- Urbana/Champaign
Ji-Hyun Yoon	University of Massachusetts- Amherst
Che-Kaei Yu	Bentley College
Mohammed Badruz Zaman	Worcester Polytechnic Institute
Darin Walton Zeoli	Syracuse University
Stacey Zielke	Regis College
Lydia Zilberberg	Northeastern University
Stephen Alan Zwink	American University

Several attempts were made by the *Musket* staff to reach all of the seniors. We regret any mistakes or omissions.

An LHS student donates blood at the National Honors Society Blood Drive.

Photo by Carrie Granger

Students Give Blood

by Elizabeth Crane

Did you know that the students and faculty of Lexington High School recently saved the lives of approximately fifty-five people? On Monday, May 10, sixty student and faculty donors gave blood at the Red Cross Blood Drive sponsored by the National Honor Society.

Members of the National Honor Society and guidance counselor Robert Miner were responsible for preparation for the event, while nurses from the American Red Cross came to LHS to conduct the drive itself. NHS members also volunteered to check in the donors as well as to escort donors to the food bar after they had given blood.

To prepare for the event, NHS students were assigned to provide blood drive information to junior and senior homerooms and to collect sign-up sheets of interested students. Any junior or senior who was eighteen, or seventeen with signed parental consent, was eligible to donate blood.

According to Mr. Miner, almost one quarter of the NHS members participated in conducting the blood drive. Miner comments that the volunteers were "quite serious." He adds, "They took [the drive] as a responsibility and then carried out that responsibility. There were more people from NHS who wanted to work than we could accommodate."

Volunteer senior Viviane Chao agrees, saying, "NHS members showed a conscious effort. A lot of people were interested in helping out." NHS President senior Bob Wong adds, "The volunteers were very supportive of the donors; this allowed for a positive atmosphere which was very helpful."

Bob continues, "We had a good turnout. We only expected fifty donors. I'm proud of the students. This shows that they care about helping others. A lot of people took time out of their day to donate blood."

While Mr. Miner states that it is "not uncommon to get light-headed or momentarily lose consciousness" after donating blood, the majority of donors experienced no difficulties. Senior Kim Harter was all smiles when she said, "It didn't hurt. I had no problem with it at all. Once you got on the table, it only took about fifteen minutes. I would definitely do it again."

After the blood is collected, it is taken to a Red Cross Center in Dedham, Massachusetts. From there it undergoes ten to eleven tests to assure to healthiness and safety of the blood.

The State of Massachusetts currently receives fewer donated pints of blood than are needed. On the average, only eight hundred pints are donated each day—three hundred pints short of the amount necessary.

This shortage results in delayed surgery for many patients. Senior Courtney Harter comments, "You would want there to be blood if you needed it; you would want someone to give blood for you."

In terms of future blood drives at the high school, Mr. Miner hopes to "significantly increase contributions from both faculty and students." He believes that many more people would have donated if there was "a little more lead time, time to think it over."

In particular, he mentions that he would especially like to see an increase in the number of faculty members who give blood. This year, only six out of sixty people who donated were staff members.

Mr. Miner concludes, "We hope to start [people] in a lifelong habit of donating blood. Everyone who walked through those doors in E-house and donated a pint of blood probably saved a life."

Sir Gawain a Success

by Mark Stevens

When this year's spring play was announced, visions of knights and ladies a-courting filled the eyes of many a naive underclassman. However, the more experienced upperclassfolk were well aware that something as simple as an Arthurian legend would be transformed into a plethora of pleasing visual and aural images under the direction of LHS's own Steve Bogart. The result: *Sir Gawain and the Green Knight.*

Under the masterful co-direction of Steven J. Bogart and senior Sylvia Sellers, the ensemble cast of thirty-five spent many weeks developing complex characters and maniacal motions.

The greatest obstacle to overcome by the younger cast members was that of adapting to Bogart's interpretations and methods. Sophomore Faye-Ruth Fisher said, "I was really frightened at first. Afterwards, I sort of just went with the flow...It was fun."

Set in a "post-modern" era, the play, a 1970's adaptation of the medieval epic poem, *Sir Gawain and the Green Knight*, featured homeless people, some with mental disabilities, as the classic knights and ladies. In the tale, Sir Gawain, played by sophomore Jonas Woolverton, travels to the grassy knoll of the Green Knight. En route, Gawain stops off at the castle of Bercilak (played by junior Rebecca Lupardo) and Lady Alison (played by senior Chandra Smith), for a quick bite to eat. Each of the three days he spends with Bercilak and Alison, Gawain is tempted with sex, women's girdles, and raw meat. However, Gawain indulges in only the girdles and the meat. After three days of pampering, he decides to leave the castle and meet his fate. The big twist in the tale was played out by junior Rebecca Lupardo. In her challenging dual-role as both Bercilak and the Green Knight, she confronts Gawain, making him understand the importance of life. In response to the confusion over Lupardo's dissociative disorder, freshman Mira Clarke claims, "I never realized that it was Rebecca playing both roles - and I was in the cast! She was like two different people."

The audience members had a varied and opinionated reaction to the piece, which caused some to experience feelings of deep sorrow and angst. Drama critic Mrs. Turrin commented that it lacked a certain "Je ne sais quoi." Parent Judy Rosen added, "It was a very good performance; it was a sensitive subject and they handled it marvelously. I loved the hats." Sophomore Owen Foye revealed, "After I saw the show, I had nightmares for the rest of the weekend."

Despite the cast's original apprehension at performing such a powerful piece, senior cast member Taryn Roeder had these thoughts as she reminisced over her final high school performance: "My heart grew weary after watching the show. To see the young men stride away a-seeking their desire. Oh won't you stay at home with me, I don't want to go."

Young, Continued

Continued from page 2

responsibility.' Now Bowman and Bridge and the High School don't need to do the same thing. All they need to do is something in those areas. We're trying to do preserve some type of system that unifies and unites Lexington public schools around three values but at the same time recognizing that each school is different. Its kind of like the spokes of a wheel or planets revolving around the sun. There's the solar system. Although each planet is on its own path around the sun each of the planets is still part of a larger system.

Q: When you imagined what things would be like this year, how did your vision of what things would be like differ from how things are actually like?

Its pretty comparable to what I imagined. There haven't been terribly many surprises. What I imagined was that this was an extremely demanding job with lots of people who want my attention and my time. Because it's such a high powered community and staff there are many, many ideas coming forward about how to improve things, how to change things, how to fix things, whatever word you want to attach. In a sense that's a relief because I don't need to be the one who creates all these ideas. The brain power is out there. My job is not to be the solo musician playing my own tune but to be the conductor of the orchestra of a lot of excellent players. In a community you may be one, your parents may be one, your teachers may be another. My job is to ensure that all of the orchestra is playing the same piece even though the parts are different.

Q: Looking back on this year is there any one particular achievement that you are especially proud of or especially happy about?

I think this year we have created a school budget, in a time of intense fiscal stress, that maintains programs. There are no major cuts that are happening next year in the school system. The fact that we were able to gain the necessary social, economic and political support to make that happen means a lot. All you have to do is read the newspapers or look around to see how school systems in the state are falling further and further behind and programs are being slashed all over the place.

Q: How would heterogeneous vs. homogenous groupings be involved in the value system?

It goes to the first value I talked about which is success for a diverse student body. What that value recognizes is that boys and girls, whether they are five years old or eighteen years old, learn differently. It means that we need to structure the school in such a way that students can learn to work together and also apart in a way in which each one is going to succeed. Part of what we mean by success is that there is a certain level of challenge you reach. In a heterogeneous classroom that means I must have the time and resources to help me know Will well enough and to have the resources to help me know Offer well enough so that if one of you is a high achiever and one of you is a low achiever in some subject I can put differentiated work in front of you. When teachers teach to the middle in a heterogeneous class they can only fail. It would be good for that kid who happens to be right smack in the middle, but the ones on either end are going to fall by the waste side. That means that we need to improve our teaching strategy and help students learn to work cooperatively. Then it can work. It turns out that teaching in a heterogeneous classroom, I can speak from personal experience on this, is much more challenging than teaching in a homogenous class no question about it. But I also know from personal experience that it can be done.

> "It turns out that teaching in a heterogeneous classroom is much more challenging than teaching in a homogenous class. But I also know from personal experience that it can be done...I have tremendous faith in human nature.
>
> —*Superintendent Jeffrey Young*

So a lot of it, I believe, comes down to the question of will one desire. I have tremendous faith in human nature. I believe that if people really want to do something, and they desire it, than in most cases they can do it.

Q: Is there anything you'd like to say to the students of Lexington?

In the fall I talked about feeling proud to be here. Everything that I've experienced this year has elevated that feeling for me. I think this is a place that has a rich history and an unlimited future. That combination is one that excites me in an ever potent way. I look forward to working with all the different constituencies to help Lexington embody those core values. I absolutely believe that we can do it.

You asked before about regrets. There are a number of things that I wanted to do this year that I haven't been able to fit into my schedule. Although I've visited a lot of classes I simply haven't had the personal interaction with students that we talked about last fall. That's not a function of anything except scheduling. However, it is a value for me so that I'll make better time for that next year. I finally made it to a session of the senate but that was by my standards too long a time to come. I'm going to try to do better at that next year. I'm hoping to organize a student advisory committee to the superintendent next year so there will be a way for me to hear directly from the students how they think I might be able to bring some of my resources to bear on their experience here next year. This is a very special place. The future looks bright.

Several senior debaters prepare for a vigorous round. See story on page 2.

Photo Kit Connolly

Lexington High School musicians practice for the annual Pops concert in the august Lexington High School gymnasium.

Photo by Gill Grant

Pops Concert Held

by Mike Tsung

What are your Rice Krispies saying to you? Snap! Crackle! Pops! On the last Thursday and Friday of May, the LHS gymnasium was overrun with student musicians, teachers, parents, siblings, and LHS alumni. To those of your unfamiliar with the annual Pops Concert, it is a celebration of the rites of spring, featuring various musical groups from the high school. These groups include the jazz ensemble, orchestra, band, woodwind choir, mixed chorus, madrigals, and other student *a cappella* groups. For the past several years, the event has been held in the school gymnasium. For two evenings, the gym is transformed into a Pops concert hall, with tables arranged in a club-like fashion, and balloons and streamers decorating the entire place. There is even a dance floor in one corner.

The evening opened with the orchestra performing the world-premiere of a piece composed by LHS junior Brent Newcomb. "It was a really complex piece to play," comments fellow musician Dave Lin.

General student opinion on the evenings were varied. "Well," began freshman Erika Dahlin-Lee, "I'm in the orchestra, and we basically played first and then again pretty close to last. That means we had the chance to hear all of the other groups play/sing, which was good." However, she concludes that she would rather have stayed home and watched "Melrose Place." Junior trumpet player Adam Rzepka had a more positive outlook on the experience, stating, "I love playing my trumpet for two hours, and besides, I'm taping "Melrose." If I were home, I would probably only watch it once. Now that I have it on tape, I can watch all the good parts over and over and over again." Rzepka performed in both the LHS Band and Jazz Ensemble.

Toward the end of the Thursday evening performance, the music department paid tribute to choral director Sandi Peaslee and orchestra director Janet Haas, both of whom will be pursuing other careers next fall. In addition, many student awards were presented. Junior John Claybourne became the first percussionist to win the prestigious D.J.Gillespie award. This award is given to a junior who contributes much of his time and efforts towards the music department. Senior Hong Kwon was given a standing ovation when he accepted an award for best student musician, presented by music coordinator Walter Pavasaris. During the Friday performance, senior Julia Liu was awarded the Joseph DiDominco scholarship, for a student pursuing a musical career in college.

Both nights of Pops were highly successful, with the Friday night performance playing to a sold-out crowd. For those of you who will be at the high school next year, the annual Pops event is worth your while. At no other time during the year is one able to see the culmination of such diverse talents in our student body.

Poetry Show Performed

by Amy Lang

On the very first day of school, the seniors enrolled in Mr. Warren Brown's Seniors Honors Western Traditions course knew that this class would be different. Originally, fifteen students had signed up, and five dropped the class within the first few weeks. Such a small class size is extremely rare in public schools because it is a luxury that most systems cannot afford.

Senior Amy Lang comments, "While still aglow with the feverish joy of having a small class, Mr. Brown suggested that our class could put on a poetry show. He has always wanted to do that."

The fevered ramblings of Mr. Brown have finally come true as his Western Traditions class presented two performances of its poetry show, directed by senior Jess Van Nostrand, on Monday, March 29th. Poems of different genres and subject matter, selected by the students, were read and performed by the class to the school population. Lighting and sound were handled by seniors Eric Lee and Craig della Penna. A question and answer session was held after each show.

Senior Victoria Chen laughs as she says, "Everybody loved Mr. Brown in his cameo appearance in Lewis Caroll's 'Jabberwocky.' A lot of the students were familiar with this poem, and I think they were really interested to see our interpretation of it."

Amy emphasizes, "Primarily, I'm glad the kids liked it and didn't lynch us after the show. Next to that, I really hope that kids who never liked poetry before will be introduced to some authors or genres that interest them."

The goal of the show, she continues, "is to try and present poetry in a more palatable form." Seniors Sylvia Sellers and Jess agree, saying, "We want people to understand that poetry is not paper; it is viceral, versatile verse."

Jess, who as student director deserves much credit for her patience and creativity, adds, "I hope that the show makes people look at poetry from a different perspective."

Most of the problems with the show were due to differing interpretations of the poems. The students tried to illustrate the meaning of the poems in a dramatic medium, but sometimes students disagreed on how certain things should be performed.

Another hitch in the process was the dramatic inexperience of many of the performers. Jess says, "We had to make the other students in the class understand acting before we could do anything else."

In spite of these minor and temporary setbacks, the poetry show was performed, complete with monsters, lovers, and celery. The performances were not only celebrations of poetry, but also a symbol of the dynamic and flexible natures of our high school student and administrative bodies.

In closing, Jess makes one last comment on the success of the poetry show: "It presents a new approach to material that in years past has been taught and studied in a less scintillating fashion. Hopefully, it has shown students that there are other ways of looking at and relating to poetry."

Correction-

Due to editorial error, Senior Hong Kwon was misquoted in the May 14, 1993 issue of the *Musket*. His quote should have read, "We want to help people realize that all religions are given the freedom to exercise their religious rights as long as they do not infringe upon others' rights."

French Exchange Teaches Students

by Joe Wallerstein

On March 5th, 1993, fourteen LHS students participated in the French exchange with Lycée Descartes in Antony, a suburb of Paris, France. The LHS students were welcomed by their French correspondents who had visited Lexington for two and a half weeks last fall.

The existing friendship between the LHS students and their French hosts helped ease the transition to French culture. In addition to speaking a foreign language, the Lexington students discovered many interesting and unique differences between American and French culture.

A typical day for the LHS students began at eight o'clock in the morning with a lecture about America for certain French classes. What followed was sight-seeing in the afternoon and then a return to the host families in the evening.

Among the more notable places that the students visited were the Musée Louvre, the Eiffel Tower, the L'Arc de Triumph, and Jim Morrison's grave. There was also a three day excursion to Normandy, which is located along the coast of France. Sophomore Erin Carlson admitted, "The busy schedule quickly wore me out."

As the Lexington students adjusted to the French language and customs, they became more conscious of cultural differences. For example, at Lycée Descartes there is no distinction between men's and women's locker rooms. Instead, the gym classes are separated by gender. In order to avoid confusion and embarrassment, only one class uses the locker room at a time.

At Lycée Descartes, physical education is required for two hours each week, much like the gym requirement at LHS. However, some of the activities offered would probably even amaze our gym teachers at Lexington. Junior Shen-Kiat Lim bravely faced two weeks of high jumping. Lim revealed, "I thought high jumping was an odd gym activity." Others participated in what was described as ping-pong combined with gymnastics. Erin explained, "We did gymnastics to warm us up for ping-pong."

The exchange students agreed that they did not expect these activities to be popular activities in LHS gym classes. Furthermore, they pointed out that the French also participate in more familiar sports such as soccer and basketball.

The quality of food served at Lycée Descartes seemed to be comparable to the fare provided to LHS students by the Marriott Corporation. However, in France the cafeteria food was served to the students at their tables in restaurant style.

Junior Natalie Berger adamantly declared, "The school's food was worse than the food served by Marriott!" However, in terms of friendly, prompt service, says Natalie, "the French lunch ladies could give the Marriott food servers a run for their money!"

Outside of the school cafeteria, many LHS students found the French food to be new, delightful, and even surprising. Erin was "surprised by the amount of meat available including rabbit and frog's legs." French baguettes were also very popular.

There are noticeable differences between French etiquette and, if there is such a thing, American etiquette. An example is the manner in which hot beverages are served. One student recalls being served a bowl of hot chocolate with her breakfast one morning. A bit bewildered, she began to sip the hot chocolate with a spoon until someone in her host family explained that she was supposed to drink it from the bowl.

While Americans seem to enjoy the comfort of being surrounded by four walls when dining in a restaurant, the French, particularly Parisians, appear to prefer street cafes. Shen-Kiat fondly remembered sitting in an outdoor cafe sipping hot chocolate and eating crepes while "watching the endless flow of people pass [him] on the street."

While most Parisians were hospitable, Shen-Kiat and others were disturbed by the strong anti-Americanism they encountered. Specifically, Shen-Kiat mentioned, "I was confronted by a French man who made some curt remarks about Americans and tourists in general."

Senior Christin Brangwynne believed that the anti-Americanism was a result of a feeling in France that foreigners, especially Americans, are unwilling to adapt to French culture and to adjust to the language. Instead, she says, it is believed that Americans expect all the French to communicate with them in English.

For all its cultural uniqueness, France had constant reminders of American life: McDonald's, American rock music, and American television shows and films. Most of the LHS students thought the dubbed versions of The Cosby Show and Beverly Hills, 90210 were poor substitutes for the real thing. Also, even though French clothes imitated American designs, Natalie remarked, "the clothes were still unmistakably French."

> "The school food [in France] was worse than the food served by Marriott!"
>
> —*Junior Natalie Berger*

Although most French houses contained all the modern creature comforts that the LHS students were accustomed to in America, some differences soon became apparent. Many of the Lexington students lived in houses where the toilet was in a separate room from the shower and sink.

French study habits also puzzled the LHS exchange students. Most students at Lycée Descartes spent little time doing actual homework; instead, they just studied. Perhaps the French educational system has discovered the secret to education, but the students who noticed this educational difference were quick to mention that "French students study extremely hard."

Regardless of their differences, the exchange proved to be a worthwhile experience for everyone involved. It was an opportunity to live, play, and work in France.

Members of the 1992-1993 French Exchange.

Photo by Gill Grant

Senior Kelly Harrington pitches yet another lightning-quick fastball past an oponent.

Photo by Brad DeCecco

Winning Season for Minutemaids

by Michelle Conceison

Well, the dust is still rising and the bats are still swinging as the senior class at LHS is slowly inching its foot out the door and onto the football field for the June 6th festivities. Rumor has it that a random inflatable banana is being blown up for the day ... slowly, veteran softball players' ears perk up at any suggestion of the sacred yellow fruit ... ahh, now you're paying attention.

I thought of writing a regular "bang-bang" article to say goodbye to Lexington High and the seniors on the softball team, but unfortunately I realized that it just wouldn't be "me" without a bit of madness.

The softball team is counting on the Tournament to be more exciting than the season was. Despite garnering three losses, the softball team (15-3) still holds a second place standing in the Middlesex league with four slaughters, three shut-outs, one no-hitter against Winchester, and a very close bout with Reading, proving that the team can go far in the State Tourney. Instead of telling about what the team had accomplished, I find it terribly important to describe the hearts of the people on the team.

I guess the big sensation hitting students is that fact that the seniors are leaving soon. We've gone through a lot in twelve years and now we're going though leaving each other. It is easier than it sounds for most classes, but for us, it is harder because the class of '93 doesn't realize yet, that no matter how hard it tries to prove otherwise, the class still has something in common.

As far as softball goes, all five of the graduating senior had statements for me when I called them. Senior Keri St. George had this to say," The closer we get to graduation, the more I think about wasting the days away on Fiske Field throwing lemonade at each other instead of softballs. We've come a long way since tee-ball when we could hit a ground ball and run all the way to third base. It's going to be hard to see everyone leave. It'll probably be the hardest for me to leave Neb (Senior Sam Nebolsine) because she's going all the way to Florida."

Sam very predictably began her sentiments with," I was outside on my deck suntanning when [I] called..." Thankfully, she honestly continued with," Seriously, I think we've come a long way since the beginning of the season. We are now a little more unified instead of being divided into groups ... I want to say one more thing before I go because the sun is out and it's begging for me 'Jayje, I'm gonna miss ya. —BC'," With that, Sam was finished.

In final, the seniors have a few last words for next year's varsity softball team," F.S.I. and GOOD-BYE!!!!"

Senior Josh Plumb, the first singles player, prepares to return a volley back to a team-mate during practice.

Photo by John Lin

Track Boys Fall Short

by Josh McCarthy

With the outdoor track season finally concluded, the departing seniors can reminisce of sweeter times as they pack their bags for college. Meanwhile, the numerous underclassmen can look upon this season as a learning experience. Suffering from a lack of depth in nearly every event, the Lexington boys' track team often competed against teams two, or even three, times as large.

Senior Eric Losick commented on the the team's season. "Although we maintained many of the stars from the league-champion indoor team, the outdoor team was still dramatically undermanned. Much of our depth came from underclassmen that haven't yet gelled. Next year, the team should be greatly improved."

While the Minutmen finished the season a dismal (2-7), fourteen athletes still managed to qualify to compete at the Eastern Massachusetts Class A State Meet held at Bridgewater State College on May 29.

Junior Johann Jack dominated the jumping events throughout the year. Consistently jumping over twenty feet in the long jump, Jack was beaten only once in the duel meet competition during the year. Dreher, Charles, Matthews, junior Qamrul Ahsan, and sophomore Sam Licorish all jumped to personal bests during the season.

In the triple jump, Jack, top-ranked in the state, was untouchable as he easily hop-stepped-and-jumped to first place in every meet. Jack also captured the gold in the State Coaches invitational with an enormous jump of 45'7"

The javelin corps initially appeared to be a rag-tag group whose focus lay in other events. However, Mike Hsieh blossomed into a league force, placing either first or second in most meets. Senior Jason Handwerker, juniors Taylor and Joel Friedlander, sophomore Jauvtis, and freshmen Phil Davis, Phil Oliff, and Mike Hemond all showed steady improvement during the course of the season.

Following the field events was the 110 meter high hurdles. Senior Dan Marx, the veteran, raced to a time of 16.7, among the Middlesex league leaders, while junior John Lin and freshman John Shank provided strong back-up; Shank's best of 17.6 against Burlington is spectacular for a freshman.

When Jack was entered in the 100 meter dash, the result was a foregone conclusion. Racing to a wind-aided 10.5 against Stoneham, Jack also triumphed at the State Coaches invitational in 10.7, the only athlete to win two gold medals. Charles, Ahsan, and freshman Mark Sun complemented each other nicely, all of whom, incidentally, are newcomers to the team this year.

> "Much of our depth came from underclassmen that haven't yet gelled. Next year, the team should be greatly improved."
>
> —*Senior Eric Losick*

Because 600 yard state indoor champion junior Greg Landel focused his efforts on the 800 meter run, Lexington possessed no natural 400 meter runner. Nevertheless, Losick, Licorish, Newcomb, and occasionally Ladd, all competed in this events, faring very well in some meets, and very poorly in others. However, Landel was unbeatable in league competition in the 800 meter, racing to a time of 2:02, while senior Josh McCarthy established a three-and-a-half second personal best against Burlington with a time of 2:03. Juniors Andrew J. Thompson and Chris Donahue, and freshman Oliff and Hemond all established much-improved personal bests at various different meets during the year.

No team could compete with the depth Lexington had in the two mile. Ladd (9:50), Simon (10:03), Handwerker (10:08), and McCarthy (10:09) could be counted upon to scored points in the clutch. This foursome placed second (18:46) in the 4 x mile at the State Relay meet.

Of course with only eight seniors departing, next year's team will likely be much stronger than this year's. Hopefully, Lexington will have the last laugh over many of their opponents next year.

Senior Josh McCarthy comes to an exhausting halt after running the mile at Center Field.

Photo by Brad DeCecco

Tennis Boys Finish Second

by Steve Cole

The LHS tennis team has enjoyed another successful, yet hard-fought season; they have struggled to produce a 10-2 record.

The team then played Reading, another long-time rival. Plumb lost a close match against doubles-partner and "friend," Greg Luongo, in three close sets. Reyes won his match in two sets to a third-year veteran, Phil Vicaro, 6-2, 7-5. Lee struggled at third singles and lost in a close three-set match to Vicaro's brother, a family that is famous for "push" tennis. Coffman and Cole took care of business at first doubles, winning 6-1, 6-1. Zimmer and Hipple, a.k.a. Zipple and Himmer, battled back from a 3-6 deficit after the first set and a 2-5 deficit in the second set to a miraculous victory with the scores 3-6, 7-5, 6-4. LHS won 3-2.

The Minutemen then breezed by Melrose 5-0, on its way to facing another rival, Burlington. Plumb faced, and lost, to freshman phenom Dennis Badden, a national doubles champ and the #2 singles player in New England in the 14's division. The addition of this freshman forced Reyes to play last year's #1 singles player, Richard Saxe. Both Reyes and Plumb lost valiantly in two sets. After a challenging match the previous day, earning Jonathan Plumb the #3 singles spot, Jon won in three sets to put the first point on the LHS scoreboard. Coffman and Cole won the next point, winning their match 4-6, 6-3, 6-3.

> "I'm still pumped from the match. The feeling is unbelievable."
>
> —*Sophmore Andy Zimmer*

For the second time this season, the match came down to Hipple and Zimmer. They won their match in a tense, heart-pounding third set tie-breaker, winning an emotional victory for Lexington. When asked about the match, Zimmer replied, "I am still pumped from the match — the feeling is unbelievable!" When Hipple asked what he was going to do after the match to celebrate, he yelled, "I'm going to Disneyworld!" Cole seemed to think this was a fitting birthday present for his eighteenth birthday, as he said, "Who could ask for anything more?" Despite these inspirational comments, LHS won 3-2.

The next step for the Minutemen was the Middlesex League playoffs, where LHS plays the other top four teams in the league.

The match was against Reading, which proved to be another tight match-up. Plumb's match was so close that the coaches had to serve as linemen because of several controversial calls. Carlos, showing that he truly is "Mr. Automatic," won his match in two sets. Jon Plumb won his match in two close sets, earning the second point for LHS. Coffman and Cole won the third point by winning their match 6-7, 6-1, 6-2. Hipple and Zimmer lost in the third set tie-breaker. LHS won 3-2.

The next match was against Winchester, where Lexington was looking for revenge from the last confrontation. Unfortunately, LHS came out on the short end of the stick, losing 1-4. Carlos proved to be the only constant as he, again, won in two sets. Otherwise, LHS lost the other four matches in very close sets.

The Minutemen are looking forward to playing Burlington on May 24 and then the State Tournament which starts on May 27.

Not only does Senior Jess Williams play lacrosse, she also runs track in the winter season.

Photo from Musket File

Unbelievable!

Jess Williams Leads LAX

by Jason Chang and Tetsu Inada

For the first time in three years, the Lexington High girls' lacrosse team finished its season with a record above .500. The accomplishments of this year's team cannot be contributed to any one player for this is a team sport and success is only determined by how well players meld with each other. Of note however, was the successful play of senior co-captain Jessica Williams.

"Jess" was the leading point scorer on this year's team. By the end of the season, she had compiled an astounding 61 goals and 15 assists for a total of 76 points in only fourteen games. This total put her among the top four in the league for points scored this season. Jess has been on varsity for the past three years. Occasionally, she has also played second home. For those who don't know what third home is, it is the offensive position right above the midi. In terms of soccer, it would be the position equivalent to the center halfback.

Lacrosse is not the only sport Jess plays. She has also played on the varsity girls' soccer team and has been a member of the girls' indoor track team for three years. This past season, Jess was a member of the 4 x 800 relay. The relay team was one of the top rated in the Middlesex league and was fast enough to qualify for the national relays. The team was also awarded All-Scholastic distinctions by the Boston Globe.

When asked about her spectacular lacrosse season Jess said, "I couldn't have done it without the help of the Lexington defense. This year's team was a new team and this was the best way to end my high school career."

Jess's success in lacrosse has not gone unrecognized. She, and fellow teammate Rachel Chansky, were recently awarded the Rotary Club's award for the most outstanding seniors. Jess has also been chosen as one of the Boston Globe 's All-Scholastic athletes for girls' lacrosse. Recognition of her accomplishments has also extended beyond the scope of the playing field, for as super-fan Aravind Mani noted, "Jess is the fleet-footed goddess of the field! It is truly magnificent to watch her play."

> "I couldn't have done it without the help of the Lexington defense. This year's team was a new team and this was the best way to end my high school career."
>
> *—Senior Jess Williams*

Next year, Jess will be attending Smith College. When asked if she planned on playing lacrosse, Jess enthusiastically responded with a happy "Yes. Of course!"

Senior Becky Dennison turns the corner at a recent meet against Stoneham.

Photo by Natalie Berger

Lost Hopes for Tennis

by Elizabeth Crane

The Lexington High school girls' tennis team has completed its season, with varsity finishing with a record of 8-5 and JV with a record of 12-1. In the playoffs, both teams won each of their four matches.

Against Watertown, both varsity and JV won all their matches. Playing first singles, senior Jessica Van Nostrand easily beat her opponent with a score of 6-1, 6-1. Junior Liz Dubin, at second singles, fought back after losing the first set, posting scores of 5-7, 6-2, 6-2. At third singles, freshman Lily Talakoub won her match 6-2, 6-0. The first doubles team of senior Elizabeth Crane and junior Katie Fleiss and the second doubles team of freshman Jenn Chung and junior Jodie Nierman finished easy matches with respective scores of 6-0, 6-1 and 6-2, 6-1.

The team then went on to face Woburn, a match which varsity won 4-1 and which JV won 4-0. The line-up, however, was changed this time with Nierman playing third singles, Chung and Talakoub playing first doubles, and sophomores Beth Lager and Carin Lee playing second doubles. Van Nostrand cruised to a 6-0, 6-0 victory, a "double bagel," and Dubin finished with set scores of 6-3, 6-1. Both doubles teams won as well. First doubles won with a score of 6-3, 6-1 while second doubles won with a score of 6-3, 7-5. Unfortunately, Nierman, after winning the first set 6-3, had to default with a sore ankle.

Playing Melrose, the varsity and JV teams both swept their matches. Repeating her performance of Woburn, Van Nostrand won each of her sets 6-0, 6-0 demolishing her Melrose opponent. Dubin, at second singles, and Talakoub, returning once again to third singles, each experienced no difficulties against their opponents, winning with respective score of 6-1, 6-0, and 6-0, 6-1. Fleiss and Crane beat their opponents 6-2, 6-1. The highlight against Melrose, however, was Chung and Nierman's close match at second doubles. After winning the first set with a score of 6-3, the doubles team lost the second set in a tie breaker by a score of 5-7. In the third set, Chung and Nierman fought off both of Melrose's match points and went on to win the set, again in a tie breaker by a score of 7-6 (7-5).

Because the regular season left Lexington positioned first in the bottom half of the Middlesex league, the team was not eligible to participate in the State Tournament. Finishing the season with decisive wins over Melrose and Stoneham generally left the team feeling upbeat.

> "It was a disappointment not to have played in the top half of the playoffs because we really weren't challenged in the bottom half."
>
> *Senior Jess Van Nostrand*

At the same time, however, the team finished slightly discouraged. Van Nostrand commented, "It was a disappointment not to have played in the top half of the playoffs because we really weren't challenged in the bottom half."

As for the future, the girls' tennis team is planning on raising money through a bake sale. The sale would allow next year's team to have funds for indoor court time if necessary. Because this year's team did not have money to rent indoor courts, the team was forced to delay practice considerably due to the unforgiving weather.

With such a strong JV record this past season, the girls' tennis team is hopeful for both a smoother and a more competitive season next year.

Junior Katherine Fleiss stares after a ball she has just returned during practice.

Photo by John Lin

Girls' Track Disappointed

by Susan Gorman

The girls' track and field team has rebounded from its slow 0-3 start to have a respectable current record of 3-5 with one meet left to go. The team is optimistic about its future, as both the rest of their current season and seasons to come. The meets which Lexington has won have usually been won with wide margins, the smallest being fourteen and its largest being a very impressive forty-six. Lexington beat Melrose with a score of 75-61, Watertown with a score of 90-41 and, most recently, Burlington with a score of 85-50.

During the Burlington meet, Lexington garnered thirteen first places. In the track events, the team easily ran past the other competitors. Junior Ann Sukeforth gained a first place for Lexington in the 300 meter hurdle race and senior Rachel Quinn took a very close second place finish. Their times were 56.3 seconds and 56.5 seconds respectively. In the other hurdles competition,, the 100 meter race, Suzanne Barnes captured first place, running in 19.1 seconds, and freshman Monica Martinez took third, in 19.5 seconds.

In the mile race, senior Chloe Hill ran to first place with a fast pace of 5:33.3 minutes.

Lexington continued its pace into the sprinting events. Senior Lora Marzilli finished the 100 yard dash in 13.2 seconds with junior Kerrie Joseph taking third in 13.9 seconds. Marzilli also dominated the 200 yard dash, again capturing first place, this time in 28.3 seconds. Barnes finished in third with 29.9. In the 400 yard race, Chloe Hill ran the race in 66.6 seconds and Lexington also took second when sophomore Suzanne Rommelfanger ran in 68.4 seconds.

> "It's been good. It's a little depressing though because it's our first losing season."
>
> *—Senior Becky Dennison*

Lexington, at the end of this season, will lose five of its members to graduation. Lora Marzilli and Rachel Quinn have both decided to attend the University of Vermont. At this time, neither of them plan on pursuing track and field in college. Marzilli said that at this point, she doesn't think that she will run track in college, but also said that she would "decide when [she] gets there."

Carrie Granger has decided to go to Smith College. Although she doesn't plan on being on their track and field team, she said she wants to try out for their field hockey and lacrosse teams.

Both Becky Dennison and Chloe Hill, however, have definite plans to continue their running careers in college. Dennison will attend Cornell University and wants to run the mile event and possibly cross country. Hill will be attending the University of Colorado at Boulder. She plans on running the mile and possibly the 800 as well.

After the end of every year's regular season, there is a Class Meet for which a team member must have a certain time or distance of height in which to compete. Then, the top three or four competitors in each event move on to the All-State Meet. Dennison predicts that Quinn, Hill, Attanucci, Granger, and herself will compete in the Class Meet.

In the discus events, Quinn threw herself to first place with a distance of 93'. Also, the 4 x 800 relay team, consisting of Quinn, Dennison, Hill, and Attanucci, ran extremely close to the Class record, with a time of 10:09. Lexington will probably compete very well in the upcoming Class Meet.

The team feels that they have done well over the past season. Dennison said that "It's been good. It's a little depressing though because it's out first losing season." Hill echoed that sentiment, saying," The toughest part is knowing that we came so close to winning or tying so many meets."

Sophomore Brek Kohler pitches another fastball at a recent game.

Photo by Brad DeCecco

Minutemen Snag Berth

First Time in Tourney Since '76

by Tony Luongo

The 1993 Lexington High varsity baseball team has had a very successful season thus far, compiling a 12-8 record. If the Minutemen win either of their last two remaining games against Woburn or Concord, they will be in the state tournament for the first time since 1976. Entering the season with a combined ten wins in the last two years, the Minutemen have surprised more than a few people, not to mention a few opposing teams.

The preseason was a tough one for the baseball team as it was for everyone. The death of teammate and friend Matt Santosuosso left an empty feeling in all of us, and the baseball team was determined to have a good season and dedicate it to him. All levels of the baseball program (freshmen, JV, and Varsity) wear black arm patches bearing Matt's initials and number in remembrance.

The Minutemen started strong, winning four of their first five games this season, and aside from a rough stretch mid-season they have been impressive. They have won six of eight thus far in the second half. Contributions have come from everyone on the team and the leadership of the seniors has helped immensely.

Third base was up for grabs at the beginning of the season, but senior Mike Carey won the spot and has had a solid season, getting most of the playing time at the hot corner. Outfielder/designated hitter Wade Undem has come up big with more than a few clutch hits this season, including a two-out, bases loaded double against Wakefield that broke open a tight ballgame. First baseman/designated hitter Jeff Wichmann also has contributed with some key hits and has not made an error this season. First baseman Paul Blume has also caught everything this season. He has only one error. Catcher Matt Scully has made his arm known throughout the league in throwing out 75 percent of would be base stealers. Sophomore Chris O'Connell has played quite well at second base and has gotten his share of hits from the number nine spot.

> "All of our hard work the past couple of years to turn the program around has finally paid off."
>
> —*Paul Bloom*

A winning record has been missing from the baseball team for a while. "We finally did it," says Finn. Adds Paul Blume, "All of our hard work the past couple of years to turn the program around has finally paid off." But don't let them fool you, this team won't be satisfied without a tournament berth.

This team has fought hard to get where they are. They weren't only fighting against other teams and their own recent history. This team could have packed it in and made the tragedy an excuse for losing. "We chose to use Matt as an inspiration not an excuse," said Luongo. "This team showed it's toughness and character by staying together through difficult times and having a successful season," said Matt Scully.

The season has been filled with ups and downs. On the field there have been more high points than low ones. A tournament berth will be a great way to finish, and a great tribute to Matt.

The Lexington High School boys' baseball team was able to fulfill its tribute to Matt with a 3-0 win over Concord-Carlisle on May 29. For the first time since 1976, Lexington will participate in post-season play. League all-star John Wells finished his regular season with a record of 9-1 and also helped the team by driving in a run.

Senior Jess Williams and Junior Abby Crocker race down the field as they try to score against a competative Burlington team.

Photo by Jim Williams

Boys' LAX #1

by David Cheek

Due to the loss of last year's highly talented senior squad, this year's program (10-5) was not expected to be a contender. As their proud record shows, the Minutemen have gone far beyond the expectations of coaches, players, and fans.

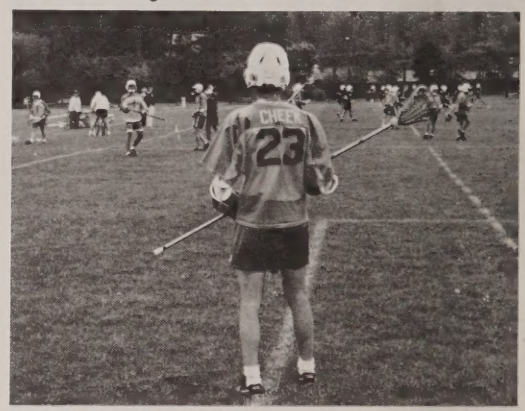
The first two games were unpleasant ones as the team continued to adjust battling Lincoln-Sudbury and Weymouth. The turning point came during the third game against a strong Billerica team. With three minutes left in the game, the Minutemen had the score tied up. The next game was away at Winchester. Though the team came away with a victory, junior attack man Brian Lavalle suffered a broken wrist. Junior T.R. Ludwig had an impressive game.

With no practices to adjust the talented attack, the team dueled with Newton North. The result was a 4-3 loss. Noteworthy was the fact that the three Minutmen goals were all scored within a 47 second span. The team then went on a rampage by defeating Burlington, Peabody, Austin Prep, Brookline, Massconomit, and Winchester. The Winchester Sachems gave the team a scare in the fourth quarter when they took the lead from Lexington. With the help of juniors Jesse Greene and Alex Kurtz, who each scored four goals, the Minutemen were able to escape with a 9-8 victory.

When Lautman was asked to describe the season, he commented, "We are a very young team that improved all season. Despite that, we came up a goal short of the league title." Kurtz had this to say," This season is about having the senior leave on a winning note and the process of how to work with the juniors who will be taking over the responsibilities next year. The season had its ups and downs, like a flag on a flag pole."

> "We are a very young team that improved all season. Despite that, we came up a goal short of the league title."
>
> —*Coach Lautman*

The Minutemen will play their last regular season game on Wednesday, May 26 against Newton South. They will then prepare to play in the State Tournament scheduled to begin on Saturday, May 29.



Senior David Cheek saunters onto the field as he prepeares for another tough game at LIncon Field.

Photo by John Lin

LAX Girls End Up Even

by Rachel Chansky

The 1993 Lexington girls' lacrosse team holds the best record it has had in three years. Now 6-5, the team is fighting to make the state tournament. "A .500 season is better than I ever hoped for. The difference this year is senior leadership," said coach Ellen Vera. After losses to Longmeadow, last year's state champion, and Framingham, currently undefeated, Lexington had a six game winning streak. As senior Jocelyn Nill enthusiastically said, "We kick butt!"

Winning games against Lexington Christian, Wellesley, and Brookline, was a challenge, but beating Hingham during a two day double header was Lexington's greatest feat. "We have never played better!" said senior co-captain Rachel Chansky. "The team has clicked together. Everyone has the desire and intensity needed to win." Lexington beat Hingham 12-10 and 9-6 on back to back days. Senior goalie Stacey Zielke had two fantastic games. Returning seniors Sam Peltz, Megan Alloway, Andrea Paroskie, and Chansky lead the defensive play along with juniors Crystal Chow, Allison Petner, and sophomores Vivian Wang and Jessica Hurt. "In terms of working together, we all have a better understanding of the game. Defensively, when we make a mistake we no longer feel frustrated. We know what we did wrong and how to fix it," said Andrea Paroskie.

The attack has continuously played strong. "They have poise and can execute the plays," said Vera. With fifty goals thirteen assists, senior co-captain Jessica Williams leads the team in points; she is the fourth leading scorer in the league. "The team plays together as a unit. You can trust everyone," said Williams. Sophomore Caroline Kasparian (twenty-one goals, twelve assists) and Nill (eighteen goals and fifteen assists) are the other leading scorers on the team. With Caroline's speed, Jocelyn's cuts, and Jess's shot, the attack is literally unstoppable. At the center position, senior Kathy Kohatsu is another key component. She wins almost every draw and distributes the ball with perfection. Seniors Kay Kohatsu and Amy Nemser contribute to the passing game, while juniors Abby Crocker, Jane Hutton, Sarah Saalfield, and Yvon Ou add strength and consistency.

Tournament or no tournament this has been a special season for the girls' varsity lacrosse team, especially for the returning seniors who have had three previous losing seasons. "It felt great to win," said Nill. Every player worked hard, had a winning attitude, and showed great spirit. This team has set a high standard for the future of girls' lacrosse at Lexington High School..

Varsity Scoreboard

as of March 1, 1993

Team	W-L-T
Outdoor Track	
Boys'	2-7
Girls'	4-5
Lacrosse	
Boys'	10-5
Girls'	7-7
Tennis	
Boys'	10-3
Girls'	8-5
Baseball	12-8
Softball	15-3